

**THE EFFECT OF USING THINL-PAIR-SHARE STRATEGY  
TOWARDS STUDENTS' SPEAKING ABILITY AT TEN OF  
SMAN 1 TAPUNG HILIR KABUPATEN KAMPAR**

*Intended to fulfill one of the requirements for the award of Strata One Degree at  
Teacher Training and Education Faculty of Islamic University of Riau*



**FITRIANI SIRINGO RINGO**

**156311139**

**ENGLISH LANGUAGE EDUCATION  
FACULTY OF TEACHER TRAINING AND EDUCATION  
UNIVERSITAS ISLAM RIAU  
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## ABSTRACT

**Fitriani Siringo ringo, 2019 : *The Effect Using Think Pair Share Strategy  
Towards Students' Speaking Ability at the ten  
Grade Student of SMAN 1 Tapung Hilir Kabupaten  
Kampar.***

**Key words : *Speaking ability, Think-Pair-Share***

*This research will conducted to find out whether there is a significant effect of the think-pair-share strategy towards students' speaking ability at the ten grade SMAN 1 Tapung Hilir Kabupaten Kampar.*

*After analysis of the result score of pre-test and post-test in experimental class and control class, the researcher compared the result score of post-test in each class by using independent sample test in order to know the significance effect think pair share strategy towards students' speaking ability on the first grade students at SMAN 1 Tapung Hilir Kabupaten Kampar. The researcher used SPSS Version 22 to analyse the data.*

*The researcher considered the degree of freedom(df). The degree of freedom in independent class is the sum or total amount of subject minus one ( $df=N-1$ ). Df here is 29. Then, T-table is 17,998 in level of significant 5%.*

*The t-table value of significance level of 5% was 2.383 and the t- calculated was 23.128 So that, t-calculated was higher than t-table ( $13,942 > 17,998$ ) it means the alternative hypothesis ( $H_a$ ) is accepted and the null hypothesis ( $H_o$ ) is rejected. There is any significance effect on students speaking ability in experimental class and control class.*

## DECLARATION

My Signature below:

Name : Fitriani Siringo ringo  
NPM : 156311139  
Faculty : Teacher Training and Education Faculty  
Study Program : English Education

I admit that thesis is belonged to my own expect the question (directly or directly). The questions were taken from many mentioned scientifically. I am responsible for this thesis.

Pekanbaru, 7 october 2019

Fitriani Siringo ringo

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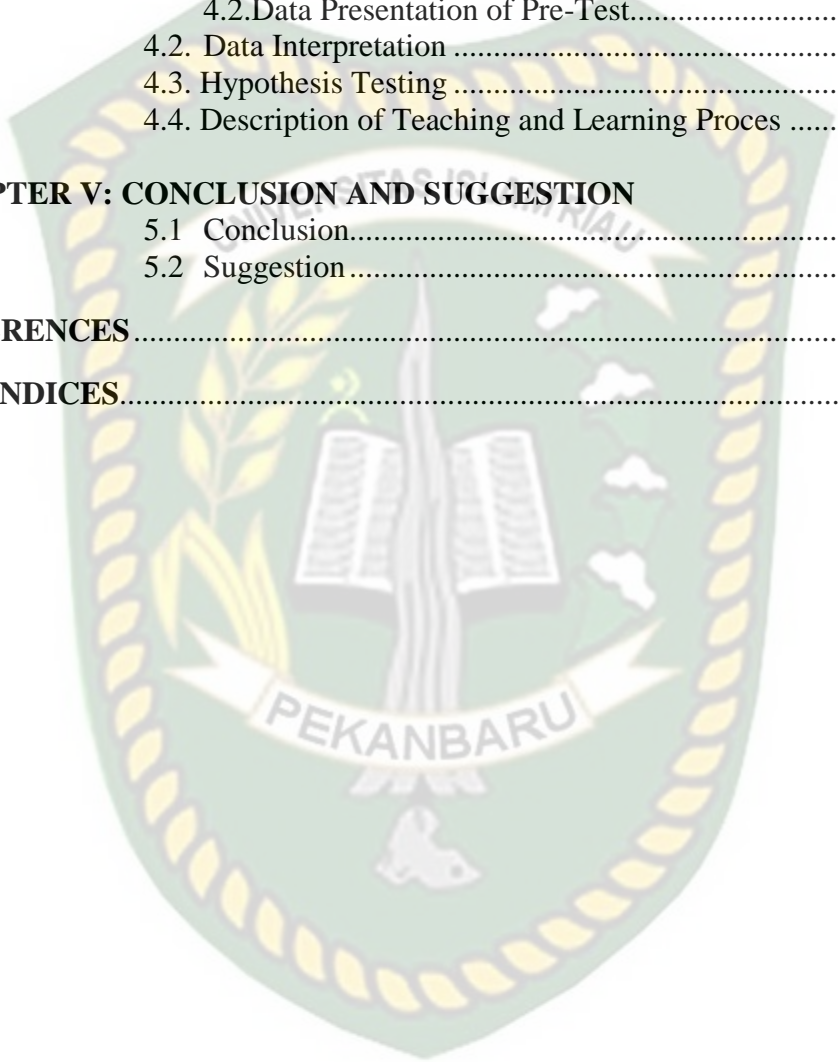
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# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Problem

Speaking is the process of oral communication involving the interaction both speaker and listener in sharing information. It is also defined as the ability to articulate sound or some words to express, state, and convey ideas from one person to the other person through the oral form by speaking, students can share and exchange the ideas they learn from books or other information media. They can easily express what they feel, what they learn, and what they want to the others orally. Speaking is considered the most complex skill to be learned.

Ideally, in learning speaking, the students should be good at some language components like grammar, vocabulary, and pronunciation. As we know that there are some indicators of speaking. They are, accent, grammar, vocabulary, fluency and comprehension. It is because the mastery of those three language components and indicators of speaking will influence the mastery of speaking itself. In Learning Speaking the students need to recognize that speaking involves three areas of knowledge, those are ; first, the mechanical elements of language there are pronunciation, grammar, and vocabulary which should be developed by the students in order to speak English fluently.



In addition, speaking is the way to express the idea. According to Jansen (2015) states that speaking is an action of people to express the messages fluently and effectively. It means that speaking make the people are easy to deliver the message to other, Further, it is one of skill that the students learn in the school. The students should be used English in teaching and learning process. Then, to master the English speaking the students should know the speaking compotents. There are content, fluency, grammar, fluency and comprehension.

From the explanation above, it can be concluded that the speaking is not only the way to share the information. The speaker should attention on all of compotents in speaking to make the readers understand about the topic that the speaker says. However, the aim of speaking in the in the curriculum of senior high school is to make students able to express meaning in transactional and interpersonal languages in the daily life context. In addition, Richard (2008) in Yogi Febri (2013) states mastery of speaking skills in English is priority formally in second language or foreign learn. The senior high schools' students are expected to be able to express meaning of short fuctional text and monologues in many kinds of text such of text such as recounts ,descriptive, and narrative either formally and informally.

This researcher was conducted at SMAN 1 Tapung Hilir Kabupaten Kampar. SMAN 1 Tapung Hilir is one of Senior High School in Tapung Hilir Kabupaten Kampar. Based on the researcher's experience when did teaching practice (PPL) the researcher found some problems. First, the students were difficult to express their

ideas. Actually, the students know the idea that they want to speak, but they difficult to express their idea in English. The second problem is the students grammatical and pronuciation. It means that when the students speaking English, they speak with ungrammatical sentence. Then, they was not good in pronounce the words in English. It was caused by the mother tongue that always they used in daily life to communication. The third is there is no self-motivation of speaking in English. Then, the other problem deals with the vocabulary items and showing their bad body language when speaking up in English. Those kinds of problems also face among the first grader of SMAN 1 Tapung Hilir Kabupaten Kampar.

Based on the problem above, there must be a suitable technique to be used to solve the problem and to increase the students' speaking ability. One of them is using the cooperative learning strategy. Cooperative learning gives the students opportunities to nteract with each other and work together to maximize their own and each other's learning and students do not only procedurs a language, but also use the language to communicate with another people.

One of the techniques in cooperative learning is Think-Pair-Share (TPS). According Robert Slavin (2008) TPS is a cooperative learning strategy that can promote and support higher level thinking. The students have time to think and share their ideas with their friends in pairs. TPS has a number of advantages. It gives students opportunities to speak in the target language for an extended period of time and students naturally produce more speech. In addition, speaking with peers is less intimidating than presenting in from of the entire class and being evaluated.

Based on the explanation above, the writer would conduct a research which the title is **The Effect of the Think-Pair-Share Strategy towards Students' Speaking Ability of The Tenth Grade Students at SMAN 1 Tapung Hilir Kabupaten Kampar.**

## **1.2 Setting of the Problems**

There are so many problems faced by students in learning English, particularly in Speaking skill.

First, the students did not know how to express their ideas because of the lack of vocabularies. They were difficult to pronounce the word in English. Then, they tend to keep silent than speak up, but they have difficulties in expressing their ideas in English and there is no encourage to show the ability to start a conversation that is focused on the material that the students has learned.

Second, the students feel afraid if they speak up and if they use the inappropriate grammar. In this activity, actually the students cannot pronounce the English word appropriately. When they mispronounce the word, the other student will laugh and it gives a bit traumatic grabbing the next opportunity to speak up and make they were not feel confident in speaking English.

Third, the students has low motivation in learning English especially in speaking. The students did not understand about the material that the teacher taught in the classroom. This, the students need the new style in learning through the strategy

on teaching that the teacher apply in teaching learning process, motivation and interest. students to increase the habit of speaking in front of the class that makes them not confident with the ideas their.

### **1.3 The Limitation of the Problems**

Based on the identification of the problems above , there is many problems that can be found during the teaching and the learning process. The researcher would limit the research focus on to solve the student problems in express their idea by using think-pair-share strategy of the tenth grade of SMAN 1 Tapung Hilir. So, the researcher only focuses on the teacher's technique in teaching speaking. The researcher would like to limit the problem based on the grammar, pronunciation, vocabulary, and fluency of the students'. They have more chance to express their minds, emotions, feelings, and attitude.

### **1.4 The Formulation of the Problem**

Based on the limitation of the problem, the problem is formulated as follows "is there any significant effect of the think-pair-share toward students' speaking ability at the grade of SMAN 1 Tapung Hilir Kampar .

### **1.5 The Objective of the research**

This research will conducted to find out whether there is a significant effect of the think-pair-share strategy towards students' speaking ability at the ten grade SMAN 1 Tapung Hilir Kabupaten Kampar.

### **1.6 The Significance of the Research**

The result of the research is expected to.

1. Students : Motivating students to increase their interest in learning English, particularly to speak up more
2. Teacher : Giving positive and useful contribution in English Teaching and learning process. It also enriches English Teacher's knowlegled about the most appealing strategy In teaching English.
3. Researcher : It is expected the result of this study can be reference For other researchers who want to conduct the research as the same problem.

### **1.7 Definition of Key Terms**

1. Speaking

Speaking is a productive skill (Spratt et al.,2005:34). It involves using speech to express meaning to other people. In this research, speaking means the way the students express their ideas to others

## 2. Think-Pair-Share

According to A.Bamiro (2004:2), Think-pair-share is a cooperative learning strategy that includes three components; these are time for thinking, time for sharing with a partner and time to share among pairs to a larger group.

## 3. Effect

According Hornby (1996:134) The effect is producing the intended result. In this research, effectiveness refers to the teacher's effort in teaching effectively

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### 2.1 Relevance Theoris

##### 2.1.1 The Concept of Speaking

Although communication can be conducted through many ways such as, gestures, speak, sign, and etc, speaking, people can express his ideas, feeling, suggestions and others. Through speaking , people can express hide ideas, feeling, suggestion and other information to others orally in spoken form.

Speaking is a productive skill (Spartt et al.,2005:34). It involves using speech to express meaning to other people. In this research, speaking means the way the students express their ideas to others. Communication through speaking is commonly reformed in face and occurs as a part of language. According to Burns & Joyce (1997) speaking is interactive process of constructing meaning that involves producing and receiving and processing information.

Speaking is also considered to be inseparable to something we call communication and it is the way where the individual can show the feelings. O'Melley and Pierce (1996) also stated that speaking seems to be an important skill that a learner should acquire. It is very important skill that a learner should acquire. It is very important in order to enable students to communicate effectively through oral language because the disability of the students to speak may lead them to be unable to express their ideas even in a simple form of conversation .

From definition above ,it can be concluded that speaking is one of the language skill or means of communication where someone can express idea, through feeling and information. By speaking, communication will be clear and understand by listener.

### **2.1.2 Functions Of Speaking**

According to Brown and Yule in Richards (2006) stated they made useful distinction between an interactional functions of speaking (in which it serves to establish and maintain social interaction), and transactional fuctions( where focus on the exchange of information). Richard (2006) also stated that he uses an interaction, talk as transaction and talk as performance.

#### **1. Talk as Interaction**

Daily communication remains interactional with other people. This refers to what people said as conversation. It is an interactive communication which done spontaneous by two or more person. This is about how people try to convey his message to other people. In short, it focuses more on the speakers and how they wish to present themselves to each other than on the message. Therefore, they must use speaking skill to communicate to other person. The main intention in this fuction is social relationship. The main features of talk as interaction can be summarized as follow:

- a. Has primaly social function
- b. Reflects role relationships



- c. Reflects speaker's identity
  - d. May be formal or casual
2. Talk as Transaction

This type refers to the situations where focus on what is said or done. The message is the central focus here and making oneself understood clearly and accurately, rather than the participants and how they interact socially with each other. In short, in this type of spoken language people usually focus on meaning or talking what their way to understanding . The main feature of talk as transaction are:

- a. It has a primarily information focus
  - b. The main focus is the message not the participants
  - c. Participants employ communication strategies to make themselves understood
  - d. There may be frequent questions, repetitions and comprehension check  
Linguistic accuracy is not always.
3. Talk as Performance

The third type of talk is talk as performance. This refers to public talk such as, public announcements, speeches, etc. It tends to be in the form of monolog rather than dialog and closer to written language than conversational language.

The main features of talk as performance are :

- a. There is focus on message and audience

- b. It reflects on organizational and sequencing
- c. Form and accuracy is important
- d. Language is more like written language

### **3.1.3 Speaking Performance**

Much of literature implies that performance is an objective phenomena. Performance itself is overtly observable and concrete realization of competence means that is speaking . According to Hornble in Jana Murisa (2014), speaking performance is an act of speaking interactive process of constructing meaning in producing the ideas in speaking in order to performing a task an action to the audience in show. Speaking performance includes the ability to appropriate speech. Composing well sentences is needed in speaking performance because oral communication takes place when someone makes sentences to perform a variety of differently acts. Speaking performance have several abilities that include on: pronunciation, vocabulary and fluency. These components should be considered for the students as target that will be achieved in order that they are able to speak English

### **3.1.4 Components of Speaking**

There are five components of speaking are generally recognized in analysis of speech progress. According to Harris cited by Chaudary (2008) the components of speaking are Pronunciation, including segmental features, vowels and consonants, and the stress and intonation patterns Grammar, Vocabulary, Fluency, Comprehension.

a. Grammar

Grammar is the employment of grammatical forms and syntactic patterns. It is needed for students to arrange a correct sentence in conversation. It is line with explanation suggested by Heaton (1978:5) that student's ability to manipulate structure and to distinguish appropriate grammatical form in appropriate one. The utility of grammar is also to learn the correct way to gain expertise in a language in oral and written form.

b. Pronunciation

Pronunciation is the way for student's to produce clearer language when they speak. It deals with the phonological process that refers to the components of a grammar made up of the elements and principles that determine how sounds vary and pattern in a language. There are two features of pronunciation ; phonemes and supra segmental features. A speaker who constantly mispronounces a range of phonemes can be extremely difficult for a speaker from another language community to understand (Gerard,2000:11)

c. Vocabulary

Vocabulary means the appropriate diction which is used in communication. Without having a sufficient vocabulary, one cannot communicate effectively or express their ideas in both oral and written form. Having limited vocabulary is also a barrier that precludes learners from learning a language. Language teacher, therefore should process considerable knowledge on how

to manage an interesting classroom so that the learners can gain a great success in their vocabulary learning.

d. Fluency

Fluency is thorny issue in assessing speaking. This is partly because the word 'fluency' has general meaning, as in 'she is fluent in five languages', and a technical meaning when applied linguistic use it to characterize a learner's speech. Fluency can be defined as the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses and "ums" or "ers". These signs indicate that speaker does not have to spend a lot of time searching for the language items needed to express the message (Brown.1997:4).

e. Comprehension

Comprehension means that the speaker understand about what that they speak and the listeners also understand about what the speakers speak. It means that the speakers should able to comprehend what that they speak. In this research, the researcher assesses the student's speaking skill to measure the value of the speaking by using all of components above. The researcher measures the speaking result before giving treatment and after giving the treatment. The result of students speaking after giving treatment were compared with result of speaking before giving treatment. It will conducted to know is there any significant effect of Think Pair Share Strategy towards student's speaking ability.

### 3.1.5 Teaching Speaking

#### 1. Principle for Designing Speaking Technique

Brown ( 2001:275-276) proposes seven principles for designing speaking techniques. These principle will help teachers to conduct the speaking class.

They are:

- a. Use techniques that cover the spectrum of learner needs, from language based focus on accuracy to message-based on interaction, meaning, and fluency. Make sure that the taks include techniques designed to help student perceive and use the buildings block of language. At the same time, the teacher should not make the students feel bored with the repetitious drills. The teacher should make the meaningful drilling.
- b. Provide intrinsically motivating techniques. Try to appeal to students' ultimate goals and interest in their need for knowledge, for status, for achieving competence and autonomy, and for beaning all that they can be. Help them to see how the activity will benefit them.
- c. Encourage the use of authentic language in meaningful contexts. It takes energy and creativity to devise authentic context and meaningful interaction, but with the help of the storehouse of teacher resource material it can be done. Even drills can be structured to provide a sense of authenticity.

- d. Provide appropriate feedback and correction. In most EFL situations, students are totally dependent on the teacher for the useful linguistic feedback. Feedback can be gotten outside of the classroom but it is important for teachers to inject the kinds of corrective feedback.
- e. Capitalize on the natural link between speaking and listening. Many interactive techniques involving speaking will include listening. The two skills can reinforce each other. Skill in producing language are often done through comprehension.
- f. Give students opportunities to initiate oral communication. Part of oral communication competence is the ability to initiate conversations to nominate topics, to ask questions, to control conversation and change the subject. The teacher can design speaking techniques allowing students to initiate language.
- g. Encourage the development of speaking strategies. Teachers should help their students develop strategies competence to accomplish oral communicative purposes because not all students are aware of strategic competence. The strategies are asking for clarification(what), asking someone to repeat something (excuse me ?), using fillers (uh, I mean,Well), using conversation maintenance cues( Huh,Right,Yeah) getting someone's attention( Hey,So) , using mine and nonverbal expressions to convey meaning and so forth.

Based on explanation above, it can be described that in teaching learning process, the teacher should master about principle of teaching. If the teacher applies

all principles when doing activity in classroom, it can make the students success in getting knowledge and the teacher also success in giving the material for students.

### **b. Assessing Speaking**

There are may for factors that influence raters' or teacher' impression on how someone speak a language well. When researcher assess students speaking, it means the researcher listening to determines the realibity and validity of an oral production test. Assigning and ranging a score front 1 to 5 are not easy. The lines of distinctions between levels are quite difficult to pinpoint. The researcher can spend much time to see the recording of speaking performance to make accurate assessment (Brown,2004:140).

Thornburry (2005:127-129) claims that there are two main ways to assess speaking. They are holistic scoring and analytic scoring. Holistic scoring uses a single score as the basis of an overall impression, while analytic scoring uses a separate score for different aspects of the task. This holistic way has advantages of being quick and is perhaps suitable for informally assessing progress. By contrast, analytic scoring takes longer since it requires the teacher to take a variety of factors into account and is probably fairer and more reliable. It also provides information on specific weakness and strengths of students. However, the disadvantage of analytic scoring is that the score may be distracted by all categories and lose sight of the overall situation performed by the students. Therefore, four or five categories seem to

be the maximum that can be handled at one time. Furthermore, Thornburry (2005:127-129) states that based on Cambridge Certificate in English Language Speaking Skills (CELS), the scorers need to consider the four categories, namely grammar and vocabulary, discourse management, pronunciation, and interactive communication. In grammar and vocabulary to meet the task requirements at each level. Discourse management describes the students' ability to convey the ideas, opinions coherently, and clear information. To fulfill the pronunciation aspect, they have to produce the right stress and intonation to convey the intended meaning.

Finally, interaction communication means the ability of test takers to respond appropriately with interlocutors with required speed and rhythm to fulfill the task requirements. Those four elements are similar with Brown (2001: 406-407) who divides six categories of oral proficiency scoring test. They are grammar, vocabulary, comprehension, fluency, pronunciation and task. Each category has 5 steps and the teacher should choose one of the ranks. Based on the explanation above, it can be explained that in this research, the researcher used analytic scoring to evaluate the students' speaking ability. The researcher used scoring rubric of speaking to measure the result of students in speaking



**Table 2.1 Scoring Rubric of Speaking**

No	Criteria	Rating Score	Description
1	Pronunciation	5	Has few traces of foreign language.
		4	Always intelligible, though one is conscious of a definite accent.
		3	Pronunciation problem necessities concentrated listening and occasionally lead to misunderstanding.
		2	Very hard to understand because of pronunciation problem, most frequently be asked to repeat.
		1	Pronunciation problem to serve as to make speech virtually unintelligible.
2	Grammar	5	Make few (if any) noticeable errors of grammar and word order.
		4	Occasionally makes grammatical and or word order errors that do not, however obscure meaning.
		3	Make frequent errors of grammar and word order, which occasionally obscure meaning.
		2	Grammar and word order errors make comprehension difficult, must often rephrases sentence.
		1	Errors in grammar order, so, serve as to make speech virtually unintelligible.
3	Vocabulary	5	Use of vocabulary and idioms is virtually that of native speaker.
		4	Sometimes uses inappropriate terms and must rephrases ideas because of lexical and must rephrases ideas because of lexical and equities.
		3	Frequently uses the wrong words conversation somewhat limited because of inadequate vocabulary.
		2	Misuse of words and very limited vocabulary makes comprehension quite difficult.

		<b>1</b>	Vocabulary limitation so extreme as to make conversation virtually impossible.
<b>4</b>	<b>Fluency</b>	<b>5</b>	Speech of fluent and efforts less as that of native speaker.
		<b>4</b>	Speech and speech seems to be slightly effected by language problem.
		<b>3</b>	Speed and fluency are rather strongly effected by language problem.
		<b>2</b>	Usually hesitant, often forced into silence by language limitation.
		<b>1</b>	Speech is so halting and fragmentary as to make conversation virtually impossible.
<b>5</b>	<b>Comprehension</b>	<b>5</b>	Appears to understand everything without difficulty.
		<b>4</b>	Understand nearly everything at normal speed although occasiuonally repetition may be necessary.
		<b>3</b>	Understand most of what is said at slower than normal speed without repetition.
		<b>2</b>	Has great difficult following what is said. Can comprehend only”social conversation” spoken slowlyand with frequent repetitions.
		<b>1</b>	Cannot be said to understand even simple conversation.

(David.P.Haris in Meilyaningsih)(2013:24)

### 3.1.6 Think-Pair-Share

#### 1. The Nature of TPS

Think-Pair-Share is one of cooperative learnig strategy. Cooperative Learning is the strategy using of small groups so that students work together to enhance their own and each other’s learning. According to Lau, Alexandria (2005:22). Think-Pair-Share

is a cooperative learning strategy that encourages students to work together to solve problems or answer questions on the assigned topic. The teacher asks students to think about a specific topic, pair with another students to discuss their thinking and share their ideas with the group. In addition, Nur (2008) cited in Mondolang (2013:206) states that TPS is a cooperative learning structure that is very useful, the point is when the teacher presenting a lesson, asking students to think the questions teacher, and pairing with partner discussion to reach consensus on the questions. Finally, the teacher asks students to share their thinking with their pair and explore the thinking in the class.

Furthermore, Think-Pair-Share provides opportunity to students to think and talk carefully about what they've learned. The strategy requires a minimal effort on the part of the teacher yet encourages a great deal of participation from students. In addition, the strategy incorporates various learning styles which results in a greater amount of involvement and interaction from more students (ESA 6&7;2006:12).

From the definitions above, it can be concluded that Think-Pair-Share refers to one cooperative learning strategy that sets students to work in pairs. Students have to think about a topic and share their idea with pairs. Therefore, they have opportunities to convey their idea and share the idea in whole class or in a group.

## 2. The Purpose of TPS

This simple questioning technique keeps all the students involve in class discussions and provides an opportunity for every child to share an answer to every questions. It is learning technique that provides processing time and builds in wait-time which enhances the depth and breadth of thinking . It takes the fear out of class discussion by allowing the students to think carefully about their answers and talk about them with a partner before they are called on to respon. For shy or tentative students, this can help put the emphasis back on learning instead of on simply surviving class (Lyman,1981).

According to Lie (2008:46),there are some porposes of working in pairs. First, it can increase the students' participation. Second, the students will have more opportunities to their contribution. Last it is not washing time to build a team.

### 1. The Benefits of TPS

#### a. For students

According to Banikowski and Mehring, 1999; Whiehead, 2007 cited on Azlina (2010:23), there are some benefist of TPS . The first benefit is that TPS can improve students' confidence. Many students feel more confident when they discuss with their partners first before they to speak in a larger group or in front of the class. Thinking becomes more focused when it is discussed with a partner.

The second is the using of time gives all students the opportunity to discuss their ideas. At this knowledge construction stage, the students will find out what they know and do not know which is very valuable for students. Therefore, students are actively engaged in thinking. From the opportunity, students will be more critical thinking to discuss and reflect on the topic. Students have an opportunity to share their thinking with at least one student, there by increasing their sense of involvement.

Last, the Think-Pair-Share technique improves the quality of the students' responses. It enhances the student's oral communication skills as they have simple time to discuss their ideas with one another. Therefore the responses received are often more intellectually concises since students have had a chance to reflect their ideas.

From the statement above, it can be conclude that Think-Pair-Share has many advantages. They are linking from other students, improving students' confidences, giving opportunities to share their ideas, promoting their critical thinking and improving the quality of the students' responses.

b. For Teacher

The advantages of Think-Pair-Share are not only for students but also for teacher . By using the TPS technique, teacher can build enjoyable atmosphere in the teaching and learning process. The teachers ctreate a new situation to make their

students speak up. They motivate their students to be brave to express their ideas or feeling and to answer questions in the speaking class. Therefore, the classroom is not a silent anymore since the students become active students.

Secondly, the teacher can manage the classroom. It is not teacher centered anymore. The teacher consider the students as the center of the teaching and learning process. It is not spending time to choose the students to answer the questions and ask them to share it in front of the class. The teachers will be more creative to make new materials to discuss in teaching and learning process. This technique is not only to give the students' opportunities but also it gives the opportunity to observe all the students as they interact in pairs and get an idea of whether all students understand the content or if there are areas that need to be reviewed.

## **2. Step of TPS**

According to Yerigan (2008) as cited in Azlina (2010:24), there are three stages in implementing Think-Pair-Share technique. It is describe as follows.

### **a. Think-Individually**

Each students thinks about the given task. They will be given time to jot down their own ideas or response before discussing it with their pair. Then, the response should be submitted to the teacher before continue working with pair.

According to Richads (1985:110) when speaking people do not say only things that when people speak not only just word they said, but in included all the things that included in speaking.

b. Pair- with partner

The learner need to form pairs. The teacher needs to cue students to share their response with the partner. In this stage, each pair of students discusses their ideas about the task. From the result of of the discussion,each pair concludes and produces their final answer.

According to Muafi This study examines if partner characteristics will affect the relationship capital and using data from the Indonesia state-owned company that has recently been merged with other stated owned companies.

c. Share-to the whole class

The teacher asks pairs to share the result of discussion or students response, within learning team, with the rest of the class, or with the entire class during a follow-up discussion. In the stage, the large discussion happens in which each pair facilitates class discussion in order to find similarities or differences towards the response or opinions from various pairs. According Richard This study devises a multifaceted model based on three constructs of partner characteristic, namely independence. According to Lyman cited by Law,Alexander (2015:22) the procedure of Think-Pair-Share includes the following steps:

- a. Think: When dealing with a question, students are given a short period of time to think individually;
- b. Pair: Students are to pair up with a classmate to discuss their thinking and jot down notes of their final conclusion;
- c. Share: Students present and share their decision with the rest of the class.

From the explanation above, it can be concluded that the teacher gives students time to discuss a discussion topic or a question. Second, the students are divided into pairs and they have to share, discuss and convey the opinion with pairs. Last, representative students share their ideas in whole in whole class or other pairs.

## **2.2 Relevance Studies**

Think-Pair-Share is a structure first developed by Professor Frank Lyman at the University of Maryland in 1981. This technique will help the students to promote their speaking skill since it gives the students opportunities to convey their ideas. It can improve the students' achievement in the teaching and learning process. There is some similar research that had been conducted before. The result of the result of the research is described as follows.

The first research was conducted by Robertson (2006). The research entitled "Increase Students Interaction with Think-Pair-Share and Circle Chats". Based on the research, it can be seen if Think-Pair-Share improved the students' interactions in the teaching and learning process. Hence, it gave the opportunity to practice English. By



giving opportunity to discuss their ideas with partner in learning process it increased the interaction among the students while the teacher created a variety of opportunities for students to interact and use English and could monitor the process of the learning process.

Another research was conducted by Utama,et.al.(2013). The research was conducted as experimental research, entitled “The Effect of Think Pair Share Teaching Strategy to students’ Self- Confidence and Speaking Competency of The Second Grade Students Grade Students of SMAN 1 Tapung Hilir”. After conducting the research, the researcher concluded that Think Pair Share gives a significant difference on students’ English speaking ability between experimental class and control class. The significant progress showed in experimental research. The students in experimental class had higher self confidence by conventional teaching strategy.

In addition, Nurjanah (2013) conducted action research in applying Think-Pair-Share technique during the teaching and learning process. From the result of the research, it can be seen that there is improvement of the student’s speaking ability through the use of Think-Pair-Share. The students made improvement in some aspects of speaking skills (vocabulary and pronunciation) and the students were more confident to speak English.

Based on those previous research conducted, Thik-Pair-Share gives a good impact toward speaking ability. That is the reason why the researcher tried to conduct

a research on “The effect of using think-pair-share strategy towards students’ speaking ability at the ninth grade students of SMAN 1 Tapung Hilir Kabupaten Kampar.

### **2.3 Hypothesis**

Based on consideration of the theory and real condition in the field as well in this study, the writer would like to state the hypothesis of this research as follows:

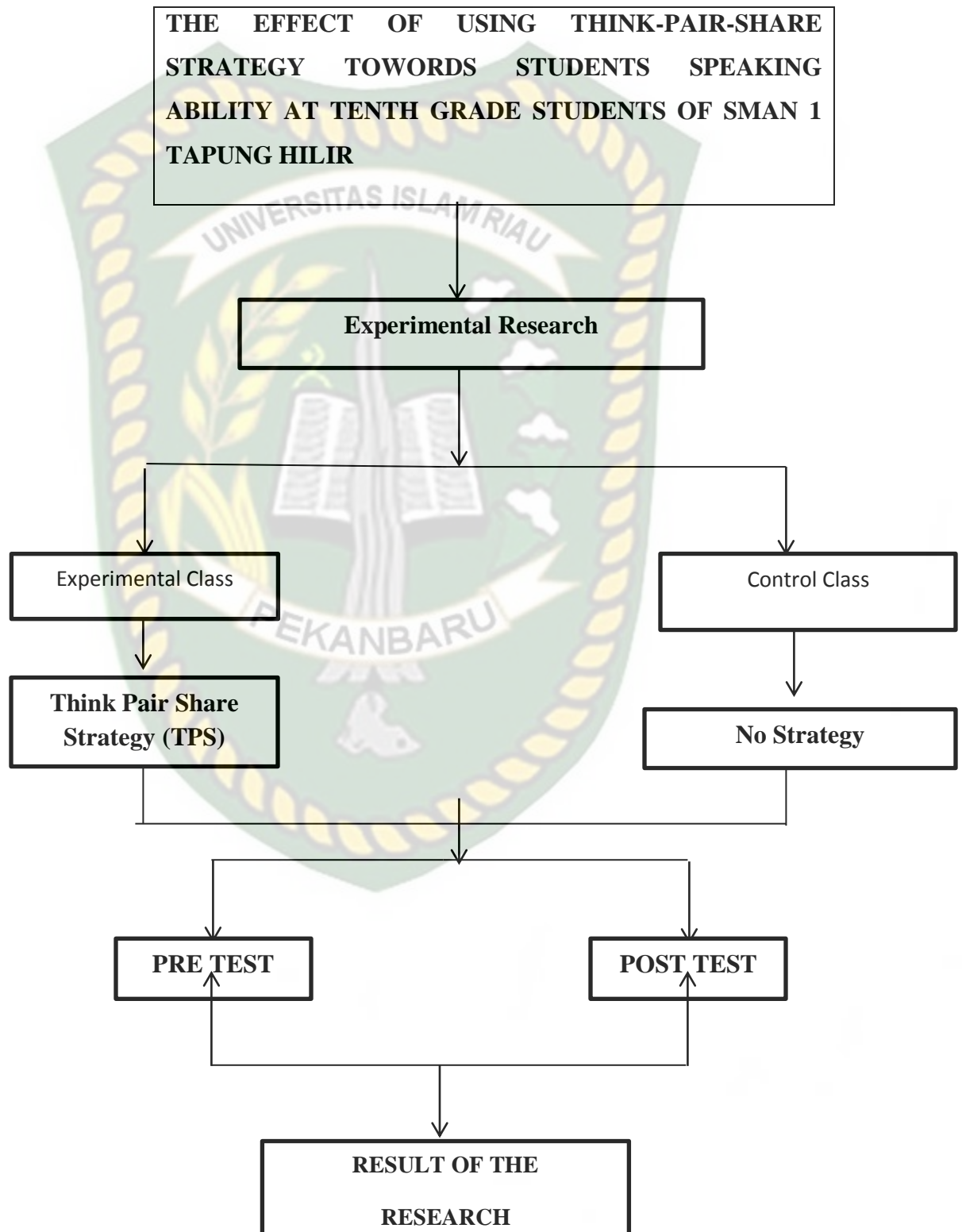
1. Null Hypothesis ( $H_0$ )

There is no significant effect of the think-pair-share strategy towards students’ speaking ability at the ninth grade of SMAN 1 Tapung Hilir Kabupaten Kampar.

2. Alternative Hypothesis ( $H_a$ )

There is significant effect of using think-pair-share towards students’ speaking ability at the ninth grade of SMAN 1 Tapung Hilir Kabupaten Kampar.

## 2.4. Conceptual Framework



## CHAPTER III

### RESEARCH METHODOLOGY

#### 3.1 Research Design

This research is an experimental study in which the experimental class and control class. In this research, the researcher teaches the students in experimental class by using Think-Pair-Share technique and control class by using traditional Method.

**Table 3.1 Research Design**

Class	Pre-Test	Independent Variable	Post-Test
E	Y1	X	Y2
C	Y2	-	Y2

Note :

E : Experimental Group

C : Control Group

X : Treatment on the Experimental Group

Y1 : The Pre test

Y2 : The Post Test

#### 3.2 Location and Time of the Research

This research will be conducted at the tenth grades students of SMAN 1 which located on Jalan Pendidikan Kota Bangun Kabupaten Kampar. The time of the

research will be held in May 2019. The reason for selecting this location is to facilitate the researcher to acquire the data.

### 3.3 Population and Sample of the Research

#### 3.3.1 Population

Population of this research is all of the tenth grade students of SMAN 1 Tapung Hilir. The total the tenth grade students are 190 students.

They consist of six classes.

**Table 3.2 The Distribution of Population of The First Grade Students of SMAN 1 Tapung Hilir Kampar**

Class	Number of Students
10.1	30
10.2	29
10.3	30
10.4	29
10.5	30
10.6	30
<b>TOTAL</b>	<b>178</b>

#### 3.3.2 Sample

Gay in Janna Murissa (2012:26) states sample is the process of selecting individual for a study. Suharsimi (2006) stated that if the subject is less than one hundred it is better to take the entire subject. Furthermore, if the subject is more than one hundred it can be taken between 10-15% or 20-25% or more than that. In this research the researcher takes 40 samples. There are 30 students in class 10 IS.1 who

join in experimental group and 30 students 10 IS.2 as a control group. The researcher took the sample based on the students that have same ability in speaking.

**Table 3.3 Sample of Research**

Group	Class	Number of Students
Experimental	10 IS.1	30
Control	10 S.2	30

### 3.4 Instrument

The instrument of research is used to collect the data from sample of the research.

#### a. Speaking Test

The research used speaking test as the instrument in this research. The researcher asked the students to speak the topic that was given by the researcher. In this research, the students were asked to speak about the descriptive text.

#### b. Video Recording and Camera

The research recorded the English teaching-learning process by using a handycam while doing the observation. Video recording helped the researcher to record the activity that the students do in the teaching learning process. Through video recording, the researcher can play video recording again to know the lack of teaching and learning process.

### 3.5 Research Material

The researcher provided the sample with pre-test and post-test. The materials are taken from Scaffolding English for Senior High School English Books. The researcher used Think-Pair-Share to teach speaking in treatment in experimental class, while in control class the researcher did not apply any strategy. The materials in experimental class as follows;

**Table 3.5 Blue Print of Materials**

Meeting	Topic	Indicators
1	Animals, Things, People, Places(Pre-Test)	Describing Information
2	Animals	Describing Information
3	Things	Describing Information
4	People	Describing Information
5	Places	Describing Information
6	Animals, Things, People, Places (Post-Test)	Describing Information

### 3.4 Data Collection Technique

The data of this study will obtained by using a type of test. It is speaking test. The researcher gives tests to the students. The form of the test in this research are pre-test and post-test of speaking oral presentation.

The data collection technique in this research will speaking recording video of students. The students will ask to present in front of the class. The researcher gives and analyzes the score to measure the students' speaking ability based on the

indicators of speaking evaluation or scoring rubrics of speaking. There are several phrases which involve to acquire the accurate data for this study.

### **1. Pre-Test**

Before conducted the treatments, in the first meeting the researcher will be held a pre-test. Pre-test will conducted to know the students' previous ability in speaking English before using Think-Pair-Share.

The researcher ask the students to describe about the topic that the researcher given. The topics will about animals, things, peoples and places. The students will ask to choose one of the topic that is provided by the researcher. The researcher recorded the students' speaking and evaluate based on the indicators of speaking assessment.

### **2. Treatments**

The researcher will conduct the teaching English speaking using Think-Pair-Share for four meetings. Since the second until the fifth meetings, the researcher introduces and explains the material and to learn English speaking using Think-Pair-Share. Before apply Think Pair Shared strategy, the researcher explains the material about descriptive text. The researcher teach how to describing something or giving information. The researcher gives the different topic in each meeting. The procedures of the treatments can be seen in the paragraph below;



### **a. Meeting 1**

The first meeting is Pre-test will the second meeting until fourth meeting the researcher will treated students by using TPS. Before the researcher apply the think pair share strategy, the researcher explains the material about descriptive text and how to describe something. After explains the material, the researcher gives the topic. In the first meeting, the topic is about animal. The researcher ask the students to choose freely about kinds of animal that want to be discussed by the students. After that, the students were asked to make a group in pair. And then they asked to discuss the topic. The students describe about the topic that had given by the researcher. Last, the researcher ask the students to present about their topic that had been discussed in front of the class.

### **b. Meeting 2**

In the second meeting, the topic is about things. The researcher asks the students to choose freely about kinds of thing that want to be discussed by the students. After that, the students will asked to make a group in pair. And then they will asked to discuss the topic. The students describe about the topic that had given by researcher. Last, the researcher asks the students to present about their topic that had been discussed in front of the class.

### **c. Meeting 3**

In the third meeting, the topic is about people. The researcher asks the students to choose freely about kinds of people or people profession that want to be discussed by the students. After that, the students will asked to make a group in pair. And then they will asked to discuss the topic. The students describe about the topic that had given by the researcher. Last, the researcher asks the students to present about their topic that had been discussed in front of the class.

### **d. Meeting 4**

In the fourth meeting, the topic is about places. The researcher asks the student to choose freely about kinds of place that want to be discussed by the students. After that, the students will asked to make a group in pair. And then they will asked to discuss the topic. The students describe about the topic that had given by the researcher. Last, the researcher asked the students to present about their that had been discussed in front of the class.

## **3 Post-Test**

After the researcher apply the treatment for four meetings, the researcher gives the post test in order to know the result of students after giving the treatments by using Think Pair Share Strategy. The procedure of post-test is same with the pre-test. The topic that the students tell in pre-test. After that the researcher compared the result of pre test and post test to know there is significant improvement of Think Pair

Share Strategy towards students' speaking ability. The data will be calculated by using SPSS. Then, the researcher uses the pair sample test know there is significant effect or not about think pair share strategy towards students' speaking ability.

### 3.5 Data Analysis Technique

After the researcher collects the data, the researcher gives the score to the students. The score of students will evaluated by rater. The rater evaluated the students' speaking data by using speaking scoring rubric. The speaking criteria are; grammar, vocabulary, comprehension, fluency, and pronunciation. Furthermore, after the researcher analyze the data by using SPSS Version 22 to know whether there is significant effect of Think Pair Share Strategy towards student's speaking ability or not.

**Table 3.6 Scoring Rubric of Speaking Ability**

No	Criteria	Rating Score	Description
1	Pronunciation	5	Has few traces foreign language.
		4	Always intelligible, though one is conscious of a definite accent.
		3	Pronunciation problem necessities concentrated listening and occasionally lead to misunderstanding.
		2	Very hard to understand because of pronunciation problem, most frequently be asked to repeat.
		1	Pronunciation problem to serve as to make speech virtually unintelligible.
2	Grammar	5	Make few (if any) noticeable errors of

			grammar and word order.
		<b>4</b>	Occasionally makes grammatical and or word orders errors that do not, however absurd meaning.
		<b>3</b>	Make frequent errors of grammar and word order, which occasionally obscure meaning.
		<b>2</b>	Grammar and word order errors make comprehension difficult, must often rephrases sentence.
		<b>1</b>	Errors in grammar order, so, serve as to make speech virtually unintelligible.
<b>3</b>	<b>Vocabulary</b>	<b>5</b>	Use of vocabulary and idioms is virtually that of native speaker.
		<b>4</b>	Sometimes uses inappropriate terms and must rephrases ideas because of lexical and must rephrases ideas because of lexical and equities.
		<b>3</b>	Frequently uses the wrong words conversation somewhat limited because of inadequate vocabulary.
		<b>2</b>	Misuse of words and very limited vocabulary makes comprehension quite difficult.
		<b>1</b>	Vocabulary limitation so extreme as to make conversation virtally impossible.
<b>4</b>	<b>Fluency</b>	<b>5</b>	Speech of fluent and efforts less as that of native speaker.
		<b>4</b>	Speech and speech seems to be slightly effected by language problem.
		<b>3</b>	Speed and fluency are rather strongly effected by language problem.
		<b>2</b>	Usually hesitant, often forced into silence by language limitation.
		<b>1</b>	Speech is so halting and fragmentary as to make conversation virtually impossible.
<b>5</b>	<b>Comprehension</b>	<b>5</b>	Appears to understand everything without difficulty.

		<b>4</b>	Understand nearly everything at normal speed although occasionally repetition may be necessary.
		<b>3</b>	Understand most of what is said at slower than normal speed without repetition.
		<b>2</b>	Has great difficult following what is said. Can comprehend only" social conversation" spoken slowly and with frequent repetitions.
		<b>1</b>	Cannot be said to understand even simple conversation.

(David.P.Haris in Meilyaningsih(2013:24)

The scoring rubric is used to assess the students' speaking. The students' score were evaluated by rates. Then, the speaking evaluation system based on the five writing components included pronunciation, vocabulary, grammar, fluency, comprehension.

### 3.6 Formula of Speaking Assessment

To get the description of the total score of the aspects of speaking by the students, the researcher use the following formula.

$$TS=P+G+V+F+C$$

**TS** : Total score

**P** : Pronunciation

**G** : Grammar

**V** : Vocabulary

**F** : Fluency

**C** : Comprehension

To know the final score of each students, it was calculated by:

$$FS = \frac{TS}{25} \times 100$$

FS : Final score of each students

TS : Total score of the aspects of speaking

After the raters of the total score each students get, the researcher collects each score from the rater. The next step to do was to know the real score of each students by using the formula below:

$$RS = \frac{Rater\ 1 + Rater\ 2}{2}$$

To know the level of the students' ability, the researcher uses the following classification: The researcher used paired sample test to the hypothesis. If the value  $t_{calculated}$  is equal or lower than the value  $t_{table}$  on the degree of freedom(df) at  $\alpha = 0,05$  two-tailed test, the null hypothesis is accepted. On the other hand, if the  $t_{calculated}$  is great than value  $t_{table}$ , the null hypothesis is rejected. Therefore, the alternative hypothesis is accepted.

$$t_{calculated} > t_{table}$$

Ha : Hypothesis is accepted

$$t_{calculated} < t_{table}$$

Ha : Hypothesis is rejected

## CHAPTER IV

### RESEARCH FINDING

#### 4.1 Data Presentation

In this chapter, the researcher would like to present research finding dealing with the data analyzed and interpreted which have been taken from given pre-test to treatment group. After giving pre-test to the students, some treatments were given in order to find out the effect of Think Pair Share Technique towards the students' speaking. Then, post test was given to the students gather significant effect of the technique before and after getting the treatments.

##### 4.1.1 Data Presentation of Pre-Test

In the first meeting, the researcher gave the pre-test to know the basic knowledge of students in speaking ability. The students were asked to show the share or presentation in front of the class Furthermore, the researcher presented the students' score on pre-test experimental class and control as follows:

Table 4.1 Students' Score in Pre-Test ( Experimental Class)

No	Students	Score Rater 1	Score Rater 2	Real Score
1	Student 1	52	52	52
2	Student 2	44	44	44
3	Student 3	58	54	56
4	Student 4	44	44	44
5	Student 5	52	48	50
6	Student 6	54	58	54
7	Student 7	40	44	42
8	Student 8	44	56	50
9	Student 9	52	52	52
10	Student 10	40	48	44
11	Student 11	44	44	44
12	Student 12	52	52	52
13	Student 13	48	48	48
14	Student 14	52	52	52
15	Student 15	48	48	48
16	Student 16	54	58	56
17	Student 17	48	44	46
18	Student 18	44	48	46
19	Student 19	54	58	56
20	Student 20	52	52	52
21	Student 21	53	44	48
22	Student 22	40	44	42
23	Student 23	44	40	42
24	Student 24	52	48	48
25	Student 25	54	54	54
26	Student 26	44	44	44
27	Student 27	52	56	54
28	Student 28	44	52	48
29	Student 29	48	44	46
30	Student 30	44	44	44
	<b>Mean Score</b>			<b>48,6</b>



**Table 4.2 Students Score in Pre-Test (control class)**

NO	Students	Score Rater 1	Score Rater 2	Real Score
1	Student 1	44	52	48
2	Student 2	44	40	42
3	Student 3	48	44	46
4	Student 4	44	48	46
5	Student 5	44	40	42
6	Student 6	52	44	48
7	Student 7	44	44	44
8	Student 8	52	44	48
9	Student 9	44	44	44
10	Student 10	48	52	50
11	Student 11	44	48	46
12	Student 12	48	48	48
13	Student 13	52	48	50
14	Student 14	48	48	48
15	Student 15	40	40	40
16	Student 16	44	48	46
17	Student 17	44	44	44
18	Student 18	36	44	40
19	Student 19	44	36	40
20	Student 20	48	48	48
21	Student 21	44	40	42
22	Student 22	48	48	48
23	Student 23	44	52	48
24	Student 24	36	44	40
25	Student 25	44	44	44
26	Student 26	52	48	50
27	Student 26	44	52	48
28	Student 27	44	48	46
29	Student 28	40	40	40
30	Student 30	52	44	48
	<b>Mean Score</b>			<b>45,4</b>

From the table 4.1 above, it can be seen that the students' score in pre-test in experimental class. The mean score of the students score in pre-test was 57,7. It was low score that the students got in pre-test. While, in table 4.2, it can be described that the students got in pre-test score in control class was 61. It can be concluded that the score of pre-test in experimental class and control class was low. It was caused by the students' problem that students have in speaking ability. The students did not know how to say the word with the correct pronoun. Then, they speak English were speak English. It was caused by the limited knowledge of vocabulary. After, the students speak English still not correct because they were difficult to arrange the word into good sentence. This, it can be concluded that the ability of the students' ability.

#### **4.1.2 Data Presentation of Post-test**

After the researcher gave the pre-test to students, the researcher applied the treatment activities by using Think pair share strategy in the second meeting until fifth meeting. The researcher applied TPR Strategy in experimental class. While, in control class the researcher did not apply any strategy, technique, and method. Furthermore, after the researcher applied the treatment, the researcher did the post-test activity in order to know the students final score. This the students' post- test score in experimental class and control class can be seen in the table below ;

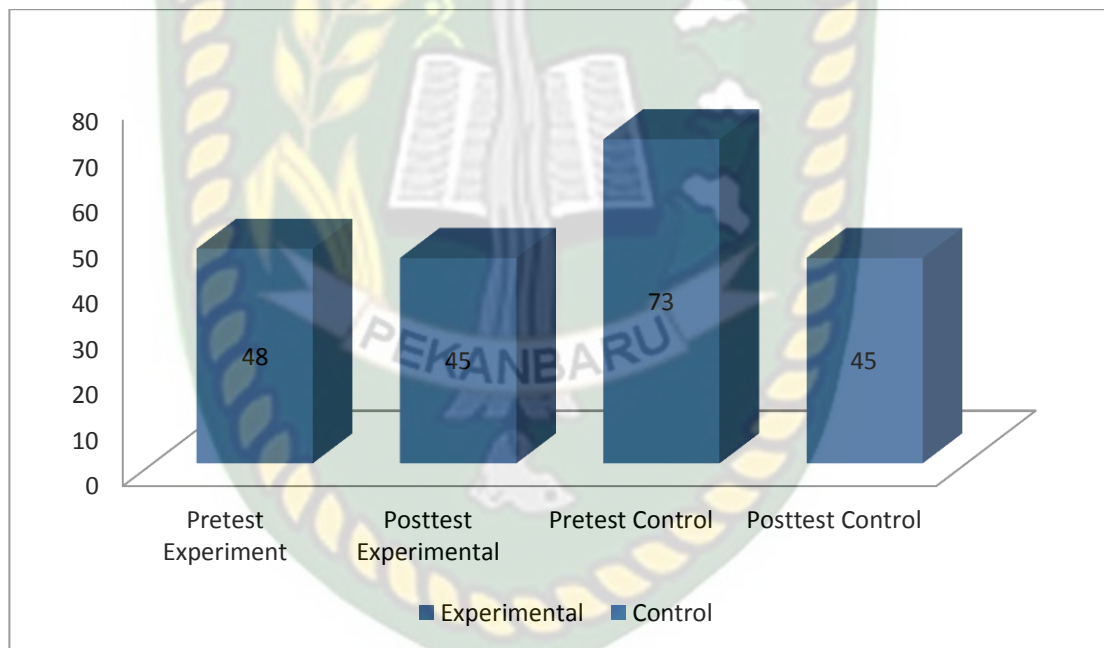
**Table 4.3 Students Score in Post Test (Experimental Class)**

No	Students	Score Rater 1	Score Rater 2	Real Score
1	Student 1	68	76	72
2	Student 2	76	68	72
3	Student 3	80	80	80
4	Student 4	79	79	79
5	Student 5	72	64	64
6	Student 6	72	72	72
7	Student 7	80	68	72
8	Student 8	80	80	80
9	Student 9	80	76	78
10	Student 10	80	76	78
11	Student 11	76	80	78
12	Student 12	72	72	72
13	Student 13	80	68	74
14	Student 14	68	76	72
15	Student 15	68	64	66
16	Student 16	76	68	72
17	Student 17	68	76	72
18	Student 18	72	68	70
19	Student 19	80	68	74
20	Student 20	80	80	80
21	Student 21	68	64	66
22	Student 22	72	68	70
23	Student 23	64	76	70
24	Student 24	68	76	72
25	Student 25	76	68	72
26	Student 26	64	68	66
27	Student 27	80	68	74
28	Student 28	76	64	70
29	Student 29	80	68	74
30	Student 30	68	64	66
<b>Mean Score</b>				<b>73</b>

**Table 4.4 Students Score in Post Test (Control Class)**

NO	Students	Score Rater 1	Score Rater 2	Real Score
1	Student 1	40	44	42
2	Student 2	44	44	44
3	Student 3	52	48	50
4	Student 4	48	40	44
5	Student 5	40	40	40
6	Student 6	44	44	44
7	Student 7	52	44	48
8	Student 8	40	44	42
9	Student 9	56	36	46
10	Student 10	44	52	48
11	Student 11	44	52	48
12	Student 12	40	48	44
13	Student 13	44	44	44
14	Student 14	52	48	50
15	Student 15	40	40	40
16	Student 16	40	44	42
17	Student 17	44	36	40
18	Student 18	44	40	42
19	Student 19	48	44	46
20	Student 20	42	42	42
21	Student 21	48	44	46
22	Student 22	48	44	46
23	Student 23	44	56	50
24	Student 24	44	36	40
25	Student 25	44	44	44
26	Student 26	44	44	44
27	Students 27	44	44	44
28	Students 28	44	52	48
29	Students 29	52	44	48
30	Students 30	40	40	40
<b>Mean Score</b>				<b>45</b>

From the table 4.3 above, it can be seen that the students' score in pre-test in experimental class. The mean score of the students' score in post-test was 74. It was higher than students score in pre-test. While, in table 4.4, it can be described that the students' post-test score in control class was 57,7. It can be concluded that the score of post-test in experimental class was higher than students' post-test score in control class. It means that the Think Pair Share Strategy give positive effect towards students' score in experimental class.



Based on the chart 4.1. above , it can be seen that in experimental class, the students' score in pre-test was 48. After the researcher applied the Think Pair Share Strategy, the students score in speaking become 71,1. It it means that the think pair share can give improvement in students' speaking ability. Meanwhile, from the chart

above, it can be seen the students' score in control class. The students' Pre-Test in control was 48. Then, the students' post test score was 47. There was improvement in the students' score of pre-test and post-test. But, it was only the little improvement between pre-test and post-test . This, the students' score in experimental class was higher than students score in control class.

Based on the explanation above, it can be summarized that there were any positive effect of Think Pair Share Strategy Towards Students' Speaking Ability at SMAN 1 Tapung Hilir Kabupaten Kampar.

#### **4.2 Data Interpretation**

After analysis of the result score of pre-test and post-test in experimental class and control class, the researcher compared the result score of post-test in each class by using independent sample test in order to know the significance effect think pair share strategy towards students' speaking ability on the first grade students at SMAN 1 Tapung Hilir Kabupaten Kampar. The researcher used SPSS Version 22 to analyse the data. The output of analyzing data can be seen in the table below:

		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	Df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	Pre test Score - Post tes experimen t	.333	5.486	1.002	-1.715	2.382	.333	29	.742
Pair 2	Pre test Score control- Post test Score	20.633	7.059	1.289	17.998	23.269	16.010	29	.000

Table 4.6. is the output of paired sample t- test in experimental class. Then, from the calculation above, it can be shown that the value of  $t_{\text{calculated}}$  was 333 in experimental class and 16.010 in control class. While the value of  $t_{\text{table}}$  in experimental class and 16.010 in control class. While the value of  $t_{\text{table}}$  in experimental class and 16.010 in control class. Furthermore, based on the table above, it can be seen that the significance value was 0,000, and it was accepted and it was lower than Significance 5% (0.05). This alternative hypothesis was accepted and null hypotehesis was rejected. It can be concluded that there are significance effect of Think Pair Share Strategy Towards Students' Speaking Ability On the Tenth Grade Students at SMAN 1 Tapung Hilir Kabupaten Kampar.

### 4.3 Hypothesis Testing

To test the hypothesis the researcher interpret from the result of the data of statistic below, they are:

1. The researcher used paired sample test the hypothesis, because there are two classes that will be compared. The researcher compared the result of post-test in experimental class and control class.
2. The researcher considered the degree of freedom(df). The degree of freedom in independent class is the sum or total amount of subject minus one ( $df=N-1$ ). Df here is 29. Then, T-table is 17,998 in level of significant 5%.
3. The t-table value of significance level of 5% was 2.383 and the t-calculated was 23.128 So that, t-calculated was higher than t-table ( $13,942 > 17,998$ ) it means the alternative hypothesis ( $H_a$ ) is accepted and the null hypothesis ( $H_o$ ) is rejected. There is any significance effect on students speaking ability in experimental class and control class.

Based on the hypothesis above, it can be concluded that there are significance effect of Think Pair Share Strategy Toward Students' Speaking Ability on The Tenth Grade at SMAN1 Tapung Hilir Kabupaten Kampar.



#### **4.4 Description of Teaching and Learning Process**

##### **1. Pre-Test**

Before conducted the treatments, in the first meeting the researcher was held a pre-test. Pre-test was conducted to know the students' previous ability in speaking English before using Think-Pair-Share. The researcher asked the students to make an oral presentation about offering something and accept an offer. The researcher records' the students' presentation and evaluate based on the indicators of speaking assessment.

##### **2. Treatments**

The researcher conducted the teaching English speaking using Think-Pair-Share for a four meetings. Since the second unting the fifth meetings, the researcher introduce and explained the material and now to learn English speaking using Think-Pair-Share. Before applied Think-Pair-Share strategy, the researcher explained the material about describing information. The researcher taught how to describing something. The researcher gave the different topic in each meeting. The procedures of the treatments were; First, the researcher gave the topic. Topics were about animals, place, and peoples. The researcher gave illustrate the topic. Second, the researcher asked the students to make a small group discussion in pair. The students discussed the topic and then they presented the topic each other. After that the students discussed the topic and then presented the topic in pair in front of the class.

**a. Meeting 1**

The first meeting in the treatment was the second meeting in the research procedures. Before the researcher applied the Think Pair Share strategy, the researcher explained the material about descriptive text and how to describing something. After explained the material, the researcher gave topic. In the first meeting, the topic was about animal. The researcher asked the students to choose freely about kinds of animal that want to be discussed by the students. After that, the students were asked to make a group in pair. And then they were asked to discuss the topic. The students describe about the topic that had given by the researcher . Last, the researcher asked the students to present about their topic that had been discussed in front the class.

**b. Meeting 2**

In the second meeting, the topic was about things. The researcher asked the students to choose freely about kinds of thing that want to be discussed by the students. After that, the students were asked a to make group in pair. And than they were asked to discuss the topic. The students describe about the topic that had given by the researcher. Last , the researcher asked the students to present about their topic that had been discussed in front of the class.

**c. Meeting 3**

In the third meeting, the topic was about peoples. The researcher asked the students to choose freely about kinds of people or people professional that want to be discussed by the students. After that, the stydents were asked to make a group in pair. And then were asked to discuss the topic. The students describe about the topic that had gave by the researcher. Last , the researcher asked the students to present about their topic about had been discussed in front of the class.

**d. Meeting 4**

In the fourth meeting, the topic was about places. The researcher asked the students to choose freely about kinds of place that want to be discussed by the students. After that, the students were asked to make a group in pair. And than they were asked to discuss the topic. The students describe about the topic that had given by the researcher. Last , the researcher asked the students to present about their topic that had been discussed in front of the class.

**4. Post Test**

After the researcher apply the treatment for four meetings, the researcher gave the post test in order to know the result of students after giving the treatments by using Think Pair Share Strategy. The procedure of post-test was same with the pre-test. The topic that the students tell was the topic that the students tell in pre-test. Furthermore, the result score in pre-test compared with the result score in post-test .

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### 5.1 Conclusion

This researcher was a true-experimental researcher design. It was done in an experimental class and control class. The researcher applied the Think Pair Share Strategy in teaching speaking. In this research, the researcher focused on giving information topic. The researcher applied the Think Pair Share Strategy in experimental class. While , in control class the researcher did not apply any technique, strategy, or method. It was conducted in order to compare the students' score by using think pair share strategy and did not use any technique or strategy.

After analyzed the data in the in the previous chapter, there were some points can be conclusion of this research. The conclusion could be down as follows:

##### 5.1.1 Practical Conclusion

1. There was a significant effect of Think Pair Share Strategy Towards Students Speaking Ability on the Tenth Grade Student at SMAN 1 Tapung Hilir Kabupaten Kampar. It can be seen from the students' mean score between pre-test and post-test. The mean score of students before was given treatment was 57,7. While, the mean score of students after given treatment become 74.

2. In reference to statistically analysis that t-test (  $t_{\text{calculated}}$  ) was greater than the score of t-table, at the level of significance of 5% for df 25. The t-table value of significance level of 5% was 2.37 and the t-calculated was 13.122. It means that  $H_0$  was rejected and  $H_a$  was accept.

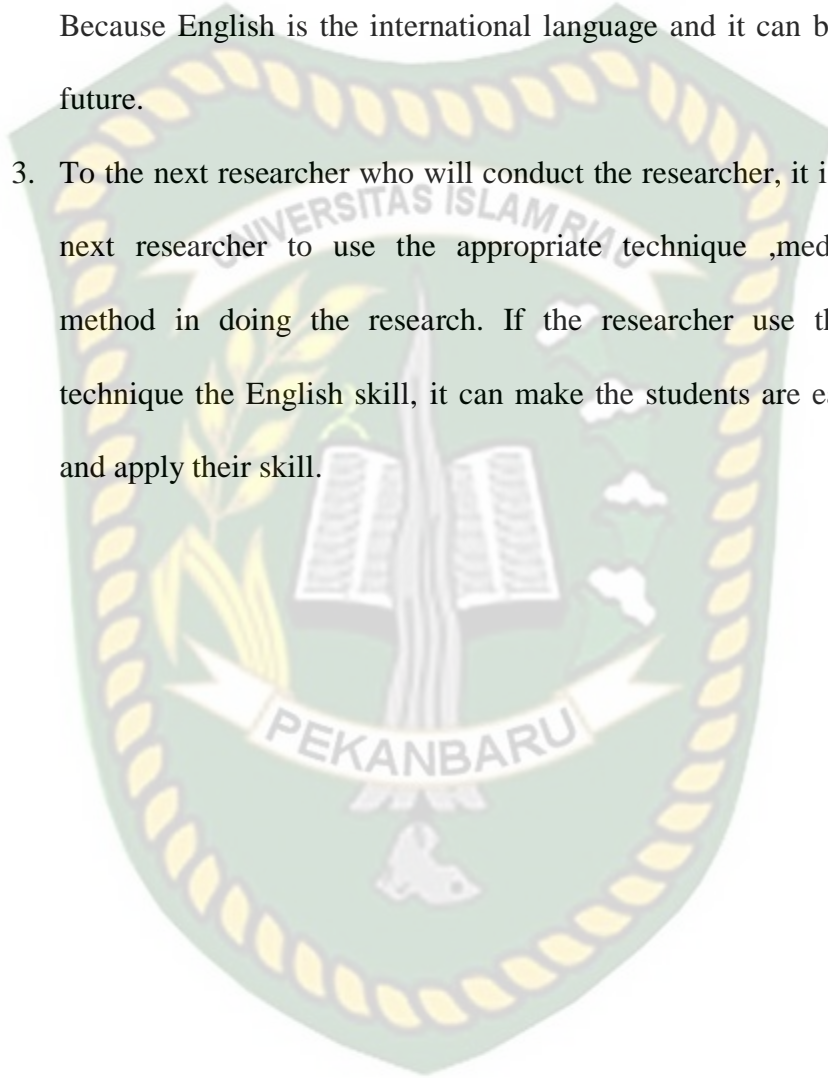
Based on calculation on statistical, The conclusion of this researcher was, there are significant effect of Think Pair Share Strategy on Students' Speaking Ability at SMAN 1 Tapung Hilir Kabupaten Kampar.

## **5.2 Suggestion**

Dealing with the result of this researcher , the researcher would like gave some valuable suggestion to those who shown more concern and high attention to teaching English especially in speaking ability. There was as followed:

1. To the English teacher : the English teacher who carried out teaching activities and interacted with the students had to know their students' problem while teaching learning process. Teacher should be creative and innovative in teach the students. The teacher should apply technique, method, or strategy in teaching learning process. It can make the students are easy to develop their skill.

2. To the students of Senior High School : the students of senior high school should realize that the important part of learning English in the class. Because English is the international language and it can be needed in the future.
3. To the next researcher who will conduct the research, it is better for the next researcher to use the appropriate technique ,media ,strategy,of method in doing the research. If the researcher use the appropriate technique the English skill, it can make the students are easy to develop and apply their skill.



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